

**Content Requirements for Information (Library Media) & Technology Plans****Universal Service Program/
Telecommunications Act of 1996 (E-Rate)**

- *State of Wisconsin: Telecommunications Subsidies*

To qualify as an approved Technology Plan for a Universal Service discount, the plan must meet the following five criteria that are core elements of successful school and library technology initiatives:

- The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services;
- The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services;
- The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services;
- The plan must provide for a sufficient budget to acquire and support the nondiscounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy; and

The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

No Child Left Behind (NCLB) Act of 2001

- *Enhancing Education Through Technology—Title II, Part D, Subpart 1 (Formula & Competitive)*

Local Applications: In order to be eligible to receive a subgrant from a state educational agency, an eligible local entity or agency shall submit to the state educational agency an application containing a *new or updated local long-range strategic educational technology plan that is consistent with the objectives of the statewide educational technology plan* and any other information as the state educational agency may reasonably require, at such time and in such manner as the state educational agency may require. The (local plan) shall include each of the following:

1. A description of how the applicant will use federal funds to improve the student academic achievement, including technology literacy, of all students attending schools served by the local educational agency and to improve the capacity of all teachers teaching in schools served by the local educational agency to integrate technology effectively into curricula and instruction.
2. A description of the applicant's specific goals for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards.
3. A description of the steps the applicant will take to ensure that all students and teachers in schools served by the local educational agency involved have increased access to educational technology, including how the agency would use funds under this subpart (such as combining the funds with funds from other sources), to help ensure that students in high-poverty and high-needs schools, or schools identified for improvement or corrective action, have access to technology; and teachers are prepared to integrate technology effectively into curricula and instruction.
4. A description of how the applicant will:
 - a. identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging state academic content and student academic achievement standards; and
 - b. provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.
5. A description of the type and costs of technologies to be acquired under this subpart, including services, software, and digital curricula, and including specific provisions for interoperability among components of such technologies.
6. A description of how the applicant will coordinate activities carried out with funds provided under this subpart with technology-related activities carried out with funds available from other federal, state, and local sources.

	<ol style="list-style-type: none"> 7. A description of how the applicant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration. 8. A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources. 9. A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school. 10. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology. 11. A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards. 12. A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.
Wisconsin Educational Technology Plan PK-12: 2000 Addendum	<p>Local comprehensive technology plans shall include:</p> <ul style="list-style-type: none"> • Assessment of achievement of previous goals • Evidence local curriculum is aligned with <i>Wisconsin's Model Academic Standards for Information and Technology Literacy</i> • Evidence of policies/programs addressing students with disabilities and technology
State of Wisconsin—Statutes <ul style="list-style-type: none"> • 121.02(1)(h) and (k) <ul style="list-style-type: none"> ◦ Long Range Library Media Plan—Standard (h) ◦ Computer Literacy—Standard (k) Administrative Rules <ul style="list-style-type: none"> • PI 8.01(2)(h) and (k) • PI 9.03(1)(e) 	<p>A district must have a board approved long range library media plan that includes:</p> <ul style="list-style-type: none"> • A statement of the district library media program philosophy • A status report that covers program, collection, staff, facilities & equipment at the building and district levels • Results of a needs assessment that recommendations are based on • Recommendations for improvement covering library media programs, staff, collections, equipment and facilities • Timeline for goals/objective completion • Policies: materials selection, copyright and interlibrary loan • Provision for appropriate development , distribution, use and evaluation of LMS collection and equipment • Scope and sequence for PK-12 computer literacy integrated into the regular curriculum
Technology and Copyright Harmonization [TEACH] Act of 2001	<p>The main thrust of this federal law (TEACH Act of 2001) requires school districts to “create or update copyright policies and implement technology that prevents students from copying and distributing material....To be in compliance, each institution must:</p> <ul style="list-style-type: none"> • Institute policies regarding copyright” (e.g. establish standards for employees and students) • Provide information materials about copyright to students, faculty, and staff • Provide notice to students when “materials... may be subject to copyright protection • Limit the transmission of educational content to enrolled students • Prevent the storage of materials where that they are accessible to anyone besides enrolled students • Prevent retention of materials by students for periods longer than the “class session” • Prevent the dissemination of materials